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ABSTRACT

Educational supervision has historically sought to improve the quality of teaching. This book is a text for undergraduate and graduate students who are engaged in the study of issues in educational supervision; it is a compendium of informed commentaries on current issues written by prominent scholars in the field. The first part (12 chapters) presents contrasting viewpoints on critical issues in the field of educational supervision. Each topic is preceded by a brief summary of its essential argument and by a series of guiding questions. The chapter closes with a series of review questions and a series of questions for further research. The argument in favor is presented first, followed by the dissenting argument. Chapters and their corresponding issues include: (1) "Should Supervision Be Abolished?" (Robert J. Starratt, Robert J. Alfonso); (2) "Can We Put Back the S in ASCD [Association for Supervision and Curriculum Development]?" (Jean McClain Smith and Barbara S. Thomson, Robert J. Krajewski); (3) "Do Teachers Benefit from Supervision?" (Lee Goldsberry, Duncan Waite); (4) "Is the Estrangement Between Curriculum and Supervision Reconcilable?" (O. L. Davis, Peter P. Grimmett); (5) "Can a Supervisor Be a Coach?" (Thomas L. McGreal, James F. Nolan); (6) "Has the Field of Supervision Evolved to a Point That It Should Be Called Something Else?" (Stephen P. Gordon, Jeffrey Glanz); (7) "Is a Collegial Relationship Possible Between Supervisors and Teachers?" (Barbara Nelson Pavan, Ben M. Harris); (8) "Is Staff Development Supervision?" (Cheryl Granade Sullivan, Gary A. Griffin); (9) "Should There Be National Standards in the Preparation of Supervisors?" (Gerald R. Firth, Helen M. Hazi); (10) "Should Educational Supervision Be Influenced by Business Management Practices?" (Francis M. Duffy, Edward Pajak); (11) "Is Clinical Supervision a Viable Model for Use in the Public Schools?" (Robert H. Anderson, Noreen B. Garman); and (12) "Will Technology Replace the Role of the Supervisor?" (Saundra J. Tracy, Joyce E. Killian). Part 2 focuses on five statements of "perspective," that illuminate the larger context within which supervisory issues are expressed. Perspectives include: (1) "How Can We Move Toward a Community Theory of Supervision? Wrong Theory/Wrong Practice?"

(Thomas J. Sergiovanni); (2) "Is Supervision More Than the Surveillance of Instruction?" (John Smyth); (3) "What Is the New Supervisory Role in an Age of Complexity?" (Karolyn J. Snyder); (4) "How Does the Law Affect Educational Supervision?" (Nicholas Celso, III); and (5) "Why Is Advocacy for Diversity in Appointing Supervisory Leaders a Moral Imperative?" (Carl D. Glickman and Ronald L. Mells). References accompany each chapter; an index is included. (LMI)

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